



## CAMPOBELLO-GRAMLING SCHOOL

250 Fagan Avenue  
Campobello, SC 29349

<b>Grades</b>	PK-8 Elementary School	
<b>Enrollment</b>	699 Students	
<b>Principal</b>	John Hodge	864-472-9481
<b>Superintendent</b>	Dr. Ronald W. Garner	864-472-2846
<b>Board Chair</b>	Mr. Mark Rollins	864-472-2846

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Excellent</b>	<b>Excellent</b>
2010	Good	Good
2009	Average	Average
2008	Average	At-Risk
2007	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

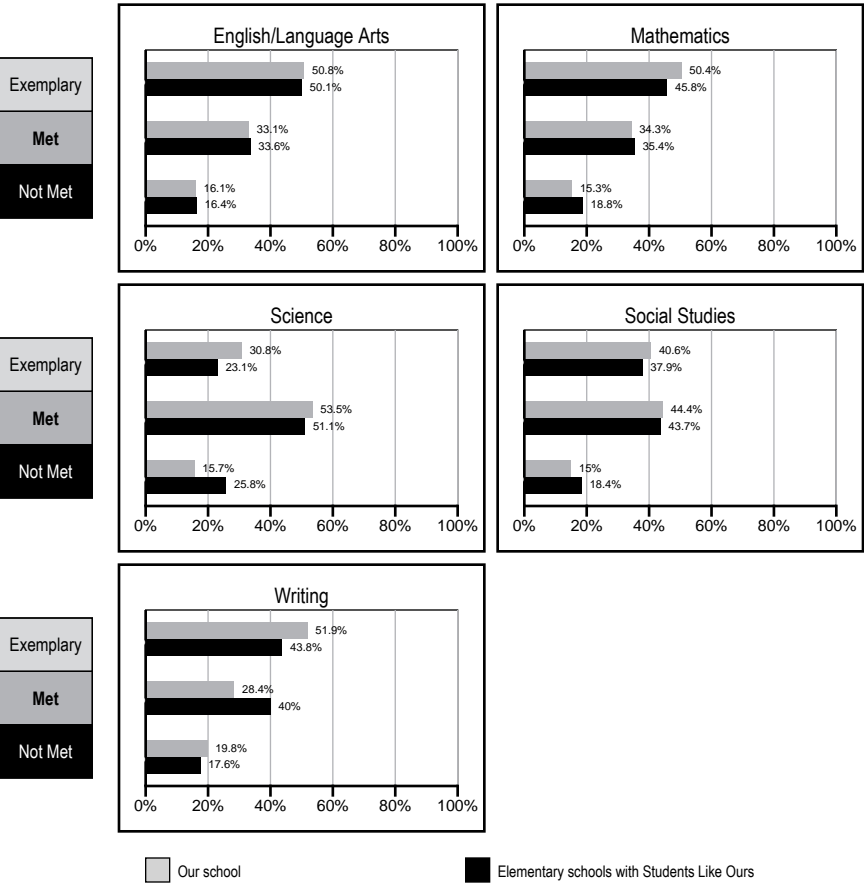
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
28	30	6	1	0

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=699)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.0%	Down from 0.1%	0.8%	1.1%
Attendance rate	95.9%	Down from 96.1%	96.5%	96.2%
Served by gifted and talented program	20.1%	Up from 19.7%	20.3%	13.4%
With disabilities other than speech	4.8%	Down from 6.8%	3.4%	4.1%
Older than usual for grade	0.0%	Down from 0.2%	0.2%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	Down from 0.1%	0.0%	0.0%
<b>Teachers (n=48)</b>				
Teachers with advanced degrees	85.4%	Up from 75.5%	65.2%	62.5%
Continuing contract teachers	95.8%	Up from 89.8%	90.0%	88.2%
Teachers returning from previous year	94.1%	Up from 92.5%	89.4%	87.8%
Teacher attendance rate	95.5%	Down from 96.0%	95.1%	95.2%
Average teacher salary*	\$49,814	Up 0.1%	\$48,426	\$46,773
Professional development days/teacher	14.6 days	No Change	10.3 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	5.0	4.0
Student-teacher ratio in core subjects	18.5 to 1	No Change	20.7 to 1	19.9 to 1
Prime instructional time	91.0%	Down from 91.7%	90.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	95.8%	Down from 100.0%	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,143	Down 0.8%	\$6,887	\$7,447
Percent of expenditures for instruction**	71.8%	Up from 70.7%	69.5%	68.4%
Percent of expenditures for teacher salaries**	70.6%	Up from 69.4%	68.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Campobello Gramling School completed the 2010-2011 school year with many accomplishments. Academically, seventeen students were recognized as South Carolina Junior Scholars, and three seventh graders were named Duke Tip Scholars. Campobello Gramling School also had five students selected to attend the Scholars Academy program at the University of South Carolina Upstate for the 2011-2012 school year. In addition, one hundred percent of the 8th grade Algebra I class passed the End of Course testing. Campobello Gramling School also received the Palmetto Silver Award for our absolute scores in PASS testing.

Campobello Gramling School's related arts classes continue to offer award-winning programs. In 7th and 8th grades, our band students participated in seven events in the Solo & Ensemble Festival in May. Seven students received "Excellent" ratings and eleven students received "Superior" ratings. Our chorus participated with Landrum Middle School at the Carowinds Choral Festival and received an "Excellent" rating. Campobello Gramling School is proud of our students and our programs.

The faculty and staff of Campobello Gramling School seek to support charitable causes and encourages our students to do the same. This year CGS raised money for Jump Rope for Heart (\$2700) and Relay for Life (\$5300), and collected more than 8000 canned goods for those in need. This year the faculty, staff and students of CGS raised over \$8000 for charities. This is a compliment to our school community.

An area of special emphasis this year is to continue our efforts to implement our school (SACS) goals. The schools goals continue to be: Improving School Communication, Improving Student Achievement for All Students, and Enhancing Staff Development to Improve Instructional Effectiveness. We meet monthly to discuss, revise, design, and implement strategies to address these goals. It is our continued commitment to do so for the success of our students and Campobello Gramling School.

Sincerely,  
 John M. Hodge, Principal  
 Laurie Whitaker, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

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No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 15 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.9%	94.0%**	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)**

All Students	480	100	16.1	31.5	52.4	88.9	90.6	82.4	Yes	Yes
<b>Gender</b>										
Male	252	100	17	31.5	51.5	87.6	88.8	78.7	N/A	N/A
Female	228	100	15.1	31.5	53.4	90.4	92.4	86.2	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	436	100	15.3	31.3	53.3	89.7	91.7	88.9	Yes	Yes
African American	16	100	21.4	57.1	21.4	78.6	83.7	72.9	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	96	93	I/S	I/S
Hispanic	21	100	28.6	23.8	47.6	76.2	81	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	83	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	72	14	14	38	56	48.1	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	27.8	33.3	38.9	83.3	86.7	78.3	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	211	100	29.8	31.8	38.4	80.3	86.6	75.4	Yes	Yes

**Mathematics - State Performance Objective = 79.0% (Met or Exemplary)**

All Students	480	100	15.9	36.3	47.8	89.1	91.6	81.9	Yes	Yes
<b>Gender</b>										
Male	252	100	14.9	34.9	50.2	90.5	90.9	79.9	N/A	N/A
Female	228	100	16.9	37.9	45.2	87.7	92.2	84.1	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	436	100	14.8	36.8	48.3	89.7	92.4	88.9	Yes	Yes
African American	16	100	35.7	14.3	50	78.6	85.1	71.4	I/S	I/S
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	98	94.6	I/S	I/S
Hispanic	21	100	28.6	33.3	38.1	81	85.7	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	84.4	I/S	I/S
<b>Disability Status</b>										
Disabled	50	100	64	26	10	40	58.6	47.3	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	37	100	22.2	41.7	36.1	83.3	89.6	81.4	I/S	I/S
<b>Socio-Economic Status</b>										
Subsidized meals	211	100	25.8	37.9	36.4	82.3	88.3	74.9	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	319	100	13.3	50.5	36.2	86.7	86.6	68.6
Gender								
Male	163	100	9.9	48.4	41.6	90.1	86.9	68.3
Female	156	100	16.9	52.7	30.4	83.1	86.3	68.9
Racial/Ethnic Group								
White	288	100	11.8	49.8	38.4	88.2	88.5	80.7
African American	13	100	33.3	50	16.7	66.7	72.3	51.4
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	91.2	85.3
Hispanic	12	100	33.3	58.3	8.3	66.7	78.5	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	70.8
Disability Status								
Disabled	34	100	61.8	32.4	5.9	38.2	51.9	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	23	100	17.4	56.5	26.1	82.6	86.4	60.7
Socio-Economic Status								
Subsidized meals	151	100	21.4	51	27.6	78.6	82.4	57.3

Social Studies								
All Students	321	100	18.6	41.2	40.2	81.4	83.5	72.5
Gender								
Male	181	100	15.9	38.2	45.9	84.1	85.7	72
Female	140	100	22.1	44.9	33.1	77.9	81.3	73.1
Racial/Ethnic Group								
White	291	100	18.7	40.3	41	81.3	84.2	81
African American	12	100	I/S	I/S	I/S	I/S	78.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.4	89
Hispanic	14	100	14.3	64.3	21.4	85.7	76.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	73.5
Disability Status								
Disabled	33	100	66.7	24.2	9.1	33.3	47.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	27	100	11.5	61.5	26.9	88.5	83	69.7
Socio-Economic Status								
Subsidized meals	137	100	25.2	44.1	30.7	74.8	79.1	62.9

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	170	100	20.7	33.5	45.7	79.3	83.6	73.2	95.9	96
Gender										
Male	88	100	21.4	36.9	41.7	78.6	79.2	67.2	95.8	96.1
Female	82	100	20	30	50	80	88.3	79.4	96	95.9
Racial/Ethnic Group										
White	159	100	19.6	33.3	47.1	80.4	84.7	81.5	95.9	95.9
African American	3	I/S	I/S	I/S	I/S	I/S	79.4	61.3	96.1	96.7
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	100	87	95.5	96.2
Hispanic	7	I/S	I/S	I/S	I/S	I/S	61.5	66.7	95.9	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	72.2	N/A	N/A
Disability Status										
Disabled	18	100	N/AV	N/AV	N/AV	11.1	32.9	26	95.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	75.9	65.7	95.2	96.5
Socio-Economic Status										
Subsidized meals	68	100	33.3	38.1	28.6	66.7	78	63.2	94.7	95.4

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	87	100	20.5	27.7	51.8	79.5
	4	74	100	24.6	29	46.4	75.4
	5	73	100	17.9	38.8	43.3	82.1
	6	77	100	23.3	41.1	35.6	76.7
	7	84	100	19.8	32.1	48.1	80.2
	8	63	100	33.3	21.7	45	66.7
2011	3	76	100	4.2	23.6	72.2	95.8
	4	88	100	19.3	47	33.7	80.7
	5	84	100	23.5	27.2	49.4	76.5
	6	72	100	15.7	32.9	51.4	84.3
	7	71	100	15.5	31	53.5	84.5
	8	89	100	16.9	26.5	56.6	83.1
Mathematics							
2010	3	87	100	30.1	37.3	32.5	69.9
	4	74	100	18.8	31.9	49.3	81.2
	5	73	100	28.4	43.3	28.4	71.6
	6	77	100	17.8	38.4	43.8	82.2
	7	84	100	16	34.6	49.4	84
	8	63	100	28.3	31.7	40	71.7
2011	3	76	100	12.5	29.2	58.3	87.5
	4	88	100	12	45.8	42.2	88
	5	84	100	21	27.2	51.9	79
	6	72	100	21.4	37.1	41.4	78.6
	7	71	100	15.5	50.7	33.8	84.5
	8	89	100	13.3	28.9	57.8	86.7
Science							
2010	3	43	100	54.8	23.8	21.4	45.2
	4	74	100	20.3	36.2	43.5	79.7
	5	38	100	20.6	52.9	26.5	79.4
	6	39	97.4	31.4	45.7	22.9	68.6
	7	83	100	16.3	42.5	41.3	83.8
	8	31	100	33.3	33.3	33.3	66.7
2011	3	38	100	22.9	42.9	34.3	77.1
	4	88	100	10.8	65.1	24.1	89.2
	5	42	100	19.5	39	41.5	80.5
	6	36	100	16.7	55.6	27.8	83.3
	7	71	100	8.5	49.3	42.3	91.5
	8	44	100	9.3	37.2	53.5	90.7

Abbreviations for Missing Data

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N/R--Not Reported

I/S--Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	44	100	31.7	48.8	19.5	68.3
	4	74	100	23.2	42	34.8	76.8
	5	35	100	18.2	60.6	21.2	81.8
	6	38	100	10.8	56.8	32.4	89.2
	7	84	98.8	25	37.5	37.5	75
	8	32	100	30	30	40	70
2011	3	38	100	10.8	37.8	51.4	89.2
	4	88	100	18.1	56.6	25.3	81.9
	5	42	100	12.5	25	62.5	87.5
	6	37	100	14.3	60	25.7	85.7
	7	71	100	29.6	36.6	33.8	70.4
	8	45	100	17.5	20	62.5	82.5
Writing							
2010	3	85	100	27.7	34.9	37.3	72.3
	4	75	100	27.1	32.9	40	72.9
	5	72	97.2	12.1	47	40.9	87.9
	6	76	98.7	12.5	45.8	41.7	87.5
	7	84	98.8	15	43.8	41.3	85
	8	62	100	18.3	48.3	33.3	81.7
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	83	100	19.8	28.4	51.9	80.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	87	100	21.7	38.6	39.8	78.3

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